# Teaching and Assessing - An Integrated Process


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# Overview

- Developing an assessment system
- Integrating assessment into teaching and learning
- Formal and informal assessments
- Formative and summative assessments
- Assessing language and content areas
- Collaborative practices in assessments
- Types of assessments
- Using graphic organizers to assess students' knowledge

# Why Assess?

- **Assessing Students**
  - to monitor progress in language and content
  - to make changes in teaching style and activities
- **Assessing Teachers**
  - to monitor and improve teaching effectiveness
- **Assessing Program and Curriculum**
  - to modify as needed
  - to align with and meet national and professional standards and guidelines

# Developing An Assessment System

- **Assessment**
  - Formative and Summative, formal and informal
- **Assessment is comprehensive**
  - Assess student learning
  - Assess effectiveness of teaching
  - Assess quality of curriculum
- **Assessment is on-going, evolving & changing**
  - Pre-assessment
  - Assessing during the learning & teaching process
  - Post-assessment
  - Review & revision of assessment is continuous

# Developing Assessment for Improving Teaching & Learning

- **Impact of Assessment on Curriculum and Teaching**
  - Analyze data to assess learning, teaching, & curriculum
  - Use findings to identify areas of strength & areas that need improvement
  - Make changes in lesson design & teaching approach
- **Assessment for Content-based learning & teaching**
  - Assess knowledge of content areas
  - Assess development of language skills (reading writing, listening & speaking)
  - Provide extra time when English as a foreign language is used to assess content knowledge
  - Provide scaffolding and support in your teaching and in designing the assessment instruments

# Integrating Assessment into Teaching and Learning

- Align with your curriculum & standards (guidelines)
- Align with your goals & objectives
- Develop multiple and varied assessment instruments
- Align with your students' diverse learning styles
- Match assessment instruments to teaching approach
  - Individual, pair, & group assessment
  - Use graphic organizers as assessment instruments
  - Use authentic assessments that are relevant & meaningful
  - Reflection and self assessment
- Use assessment to improve teaching and learning

# Authentic Assessments Oral & Written Pre/Post/During Teaching

Oral interviews

Surveys

Comprehension and open-ended questions

Text retelling and summarizing

Graphic organizers

Inquiry-based activities and experiments

Projects and reports

Demonstration and presentation

Portfolios

# Strategies and Activities that Scaffold Learning and Assessing

# Graphic Organizers to Scaffold Learning and to Assess Students' Knowledge

# Assessing with K-W-L

| I already know | I want to know | I learned that…. |
| --- | --- | --- |
| | | |

(Ogle, D.M. (1986). K-W-L: A teaching model that develops active reading of expository text. The Reading Teacher, 39 (6), 564-570

# Scaffolding Assessments in Mathematics Science and Language Arts

# The Science Teacher

***"The teacher of science understands that being able to construct explanations is more important than to define the term"***

**INTASC (2002, p. 12)**

# Text Genres - Types of Texts for Teaching and Assessing across Subjects

**Adapted from: M. Schleppegrell (2004) *Language of Schooling. Mawah, NJ: LEA (P. 85)***

| | |
|---|---|
| **Personal** | Recount retell a personal experience<br>Narrative (story parts: Abstract, Orientation, Complication, Evaluation, Resolution, Coda) |
| **Factual** | Procedure (e.g. directions, instructions)<br>Report - relate a series of facts, organized classification |
| **Analytical** | Account recount in a sequence what & why something happened<br>Explanation interpret a phenomenon<br>Exposition thesis supported by arguments generalization, classification, |

# Common Genres in Science Education

Adapted from: M. Schleppegrell (2004) *Language of Schooling. Mawah, NJ: LEA (P. 115)*

| | |
|---|---|
| **Procedure** | **Provide instructions for experimental activities** |
| **Procedural Recount** | **Record what has been done in an experiment** |
| **Science Report** | **Organize information by setting up taxonomies of classes & subclasses; listing properties** |
| **Science Explanation** | **Describe how & why scientific phenomena occur - interaction of factors & processes rather than a sequence of events.** |

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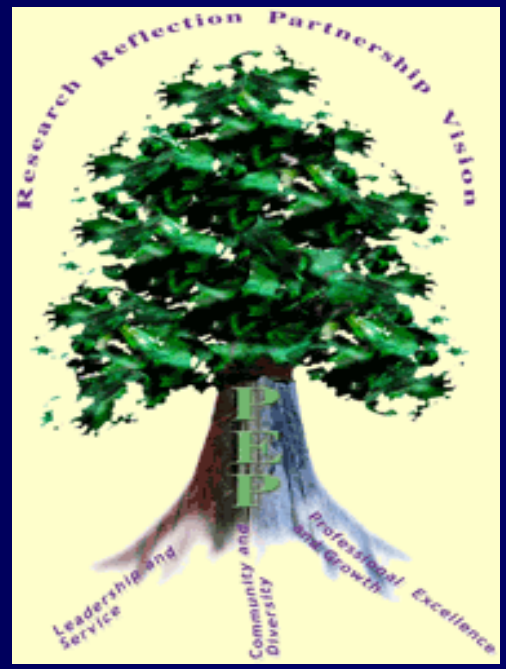


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